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ABSTRACT

This is one unit of the series described in SO 000 378. In this study of the American political system the principle is accepted that political parties are essential instruments for the governing and social change in a modern democratic state. Political change and development indicate a basic shift in the nature of government; this shift is motivated by demand arising out of existing conditions of industrial growth and international competition, and finds its expression in politics. The need for student realization of these principles are listed along with these objectives: 1) to develop a practical knowledge of the procedures that take place in our party system to select and elect people to office; 2) to investigate and understand that there are patterns of voting behavior; 3) to understand that the party platforms express ideas, philosophies, and concerns; 4) to realize that it is not necessary for all democracies to have the same political structures to insure individual rights; 5) to comprehend the organization and influence of political parties; 6) to investigate attempts to control political abuses; 7) to understand the role of the independent voter and the value of becoming involved in political activity. (SBE)

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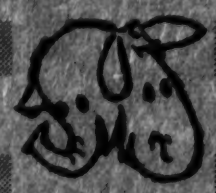
TITLE III E.S.E.A.

SO 000 388

UNITED STATES HISTORY IN THE SECONDARY SCHOOL



POLITICS

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POLITICS

Prepared by

Ocean County Title III
Social Studies Project

Experimental Edition - Subject to Revision

1968

A FACILITATING ENVIRONMENT FOR

A MEANINGFUL PROGRAM IN

UNITED STATES HISTORY

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PREFACE

This is one unit of the series of ten in preparation for use in the two-year study of United States history required in the secondary schools of New Jersey.

An eleventh booklet, a teacher's guide, is also available in which skills to be taught, maintained and/or extended are suggested, and some ideas for evaluating both teacher and student performance are listed in a checklist format.

These materials may be copied or used in any way desired. They have been compiled in a form that will permit their constant revision and updating by anyone using them.

The most desirable physical environment for students using this curriculum is the learning laboratory or center described in the Teacher's Guide.

The proposed curriculum includes these units:

Agriculture
American Mind, The
American People
Business
Comparative Ways of Life
Contemporary Problems
Foreign Affairs
Government
Labor
Politics

PREFACE (continued page 2)

This series of curriculum guides has been developed in order to actively involve students in the learning process. Trends in society and in the field of education make it necessary for teachers

1. to arouse student interest in history so that he feels a relevancy between the curriculum and himself
2. to create an environment where pupils by working together on a common venture experience the three areas of interaction - conflict, competition, and cooperation
3. to encourage a greater degree of thought and creativity
4. to choose learning experiences that emphasize the development of skills, concepts and attitudes
5. to acquaint students with a variety of media as sources of information
6. to individualize their programs and in so doing, capitalize on their abilities, talents, and interests
7. to encourage pupils to make decisions not only in their selection of activities but also in the methods they will use to carry it to its completion.

In order to facilitate the use of each curriculum unit in this series, the following should be considered:

1. The activities are related directly to the objectives of each unit. The teacher and students need to select those objectives they feel are of greatest importance and then choose learning activities which will develop them.

2. The guide is intended to be open-ended. The utilization of the suggested activities will vary. They may be a means of individualizing instruction by having students or groups of students select their own activities to explore the unit; or as a program for the entire class with the students and the teacher selecting only one or two activities for the entire class to develop. The method chosen may vary with the class and with the teaching style of the instructor. The first method is recommended by the project members.

3. Many traditional learning activities relevant to the study of a particular topic have been omitted. The extent to which they are employed along with the activity approach may vary dependent upon the objectives of each teacher.

4. By consulting the skill development listing in the Teacher's Guide, activities may be recommended which will help overcome student weaknesses.

5. The activities may be used in any order and are constructed in such a way that they can be easily up-dated or adjusted to suit local situations.

6. The content area has been included as a guide for those who wish to use it. Its role in the entire unit is as a means to an end rather than being an end in itself. Skill development, understanding and attitudinal and behavioral change are more important than the acquisition of unrelated bits and pieces of information.

7. For evaluation purposes, refer to the Teacher's Guide, a separate booklet containing an overview of the program with many suggestions for its use.

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I. Overview

II. Objectives

III. Suggested Evaluation
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IV. Learning Activities and Student Direction Sheets

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POLITICS

I. Overview

"No America without democracy, no democracy without politics, no politics without parties, no parties without compromise and moderation." So runs the opening sentence of Clinton Rossiter in his book "Parties and Politics In America." And so, in fact, runs the pattern of American political life, whether we wish it or not.

Our first national parties represented the conflicting forces at work in the new nation, while at the same time they set in motion machinery to harness these forces. They provided the framework also for political participation, the offering of effective choices to the electorate, and guidelines for the conduct of government. Even the early, rather loose party system, brought substantial advantages in democratic responsibility. An attempt at analysis of the collapse of these first parties will shed some light on the disruptive forces that destroy political groups.

A close examination of the American political system must touch on value judgments. It is assumed in this study that democratic action constitutes in general a useful and beneficent way to conduct the business of government and to arrive at acceptable public policy. Therefore, it accepts the principle that political parties are essential instruments for the governing of a modern democratic state.

If "change" is the keyword in modern society, it is also a constant byword of the politic world. A close examination of the

I. Overview (Cont'd)

political developments of modern American life will indicate a basic shift in the nature of government. The student should be aware that this shift in the activities of government is motivated by demand arising out of existing conditions of industrial growth and international competition and that it finds expression in politics. Early protest movements reflect agrarian interests, and although failing to gain sufficient strength to achieve their demands on a national level the Populist ideas were nevertheless absorbed by the major parties. A close examination of the Populist party might provide evidence of the role of third parties in American history.

Growing from agrarian protests, consolidation of business, and the ills of industrialism, there developed within the major parties progressive leaders who sought to correct these abuses. The consequent reform movement, gaining momentum through local and state successes, brought pressure to bear on the national level and here the student can see the role of the federal government expanding as problems grew national in scope. A close look at the elections of 1912 and 1968 might bring out two major concepts of real consequence to the student. They can perceive that a national party must attract many factions to achieve a wide political base, and the popular success but political suicide of the Bull Moose ticket illustrates well how a faction may reevaluate its loyalty when a party no longer serves its interests. The probable realignment of present day parties will reinforce this concept and indicate a

I. Overview (Cont'd)

consideration of liberal and conservative tendencies in modern America. A second major concept growing out of the 1912 election is the recognition of the basic shift in action on progressive legislation from Republican leadership to Democratic party. The ensuing policies of Woodrow Wilson, Franklin Roosevelt, and subsequent democratic administrations reflect a continuity of political progressivism with the Republican party generally serving in the valuable and necessary role of conservative arbiter and reevaluator of swift change. This cycle of change and reevaluation should make the student aware that the major strength of the democratic process is that the voice of the people is the one constant factor in American government.

II. OBJECTIVES: To help students:

A. Understand how parties select their candidates for office and attempt to secure their election.
Why --- In order to exercise his political rights a student should have a practical knowledge of the procedures that take place in our party system to select and elect people to office.

B. Investigate and understand that there are patterns of voting in the United States.
Why --- The student should be aware of how a person's social, religious, economic, and geographic background influences his party affiliation, and how the parties capitalize on these factors in order to win elections.

C. Understand that the political situation varies in democratic governments.
Why --- So that students realize that it is not necessary for all democracies to have the same political structures to insure individual rights.

D. Understand that a political party is a necessary instrument to secure change through government action.
Why --- The student should see that, in a democratic society, the citizen must work in concert with others in order to effect desired changes in society, and that this is done through the political party system.

E. Understand that platforms of political parties express ideas, philosophies, and concerns of people.
Why --- Students should realize that political parties seek to win office by incorporating in their platforms ideas, philosophies, and concerns of the public and that a new party may be formed when a group feels that its own ideas have not been adaquately expressed.

F. Understand the influence that political parties have in government.
Why --- In order to judge actions of government the student should understand the role of political leaders and elected officials [illegible] in using their influence to benefit seekers of government contract.

G. Understand the organization of political parties in the United States.
Why --- An understanding of the party's organization will aid the student in determining where and how he may participate in political activities.

II. OBJECTIVES: To help students (Cont'd)

H. Investigate attempts made to control political abuses.
Why --- To provide a basis for judgment of party activities the student must realize that the political parties attempts to control all of government have resulted in many abuses which have lead to attempted reforms.

I. Understand the role of the independent voter in politics.
Why --- In order to determine the role he will play as a voter the student must realize that while the political parties greatly solicit the independent vote, one abdicates certain rights occuring to the political party voter when he fails to declare political allegiance.

J. To see the value and importance of becoming involved in political activity.
Why --- Students should realize that an individual's political activity including office seeking, is necessary to maintain the democratic process.

III. SUGGESTED EVALUATION

A. What should be evaluated?

1. Student effort

a. Number of sources used

b. Type of source material used

c. Number of learning activities

d. Quality of learning activity reports

2. Information gained. To what extent:

a. Do students understand the function of political parties? Do they know how parties fill elected and appointed offices, campaign, mold public opinion, and provide channels for making opinions effective?

b. Do students recognize the various factors that influence individual choice of party and candidate in this country?

c. Are students aware of the historical development of the American political party system and their role in its success?

d. Do students understand the organization of political parties in the United States?

e. Do students know many of the political leaders in the history of our nation? Do they recognize the techniques of leadership displayed by these leaders?

3. Skills developed or improved. To what extent:

a. Are students better able to interpret political cartoons?

b. Are students improving their ability to function as a member of a group? These skills should include the ability to discuss problems, a respect for the opinions of others, constructive participation in group activities, and a display of leadership talents.

III. SUGGESTED EVALUATION (Cont'd)

c. Have students improved their ability to evaluate information? Can they distinguish fact from fiction, compare reports, examine for weaknesses? (See Teachers' Guide for other skills.)

d. The Teachers' Guide suggests many other areas of skill development.

4. Attitudes developed. To what extent:

a. Do students demonstrate openmindedness toward the controversial questions faced by today's political parties?

b. Do students appreciate the contribution made by political parties to the successful functioning of democracy?

c. Are students aware of the responsibility of each individual citizen to the successful functioning of our political system?

d. Do students recognize the high percentage of "politicans" who are public servants and statesmen?

B. What methods should be used to conduct these evaluations?

1. Student effort

a. Checklist of pupil activity - sources used, equipment used, learning activities employed, types of activities.

b. Evaluation of activity reports - Evaluation of progress and final reports for their depth and creativity.

c. Activity Summary Sheet - Written pupil reports prepared at the end of the unit summarizing all activity of students during the unit.

d. Student Interest Survey - Student written response to interest questions will indicate student effort to gain information during the unit.

III. SUGGESTED EVALUATION (Cont'd)

2. Information gained

a. Evaluation of learning activities for information gained.

b. Evaluation of Interest Survey answers for information gathered.

c. Objective tests - These tests might be best used to measure student knowledge of party structure, functions, and historical background.

d. Evaluation of election project (see Learning Activities) will help evaluate student's ability to recognize and interpret factors influencing elections.

e. Student construction of a time chart showing the historical development of the two major parties will help indicate student knowledge of the chronology of political history.

f. A written report of the strongest president of the twentieth century will help indicate student knowledge of political leadership but also their ability to recognize standards of political leadership.

g. A project requiring students to answer questions concerning their political party organization might be useful in judging their knowledge of where to find this information. Questions might include: How do you register, who are the county committeemen, and where are party meetings held?

3. Skills developed

a. Student progress in group skills might be assessed in the following ways: (1) The number of times he participated in group activities and the role he played in these activities. (2) A student self-evaluation based on the checklist of listening skills and discussion group skills found in the Teachers' Guide. (3) A sociogram prepared by the teacher or teacher aid at the beginning and at the end of the unit describing pupil behavior in group situations.

III. SUGGESTED EVALUATION (Cont'd)

b. Ability to use cartoons as a means of interpreting political views might be judged by observation of pupil work on learning activity on cartoons or by presenting cartoons in transparency form for student interpretation.

c. Ability to interpret or evaluate written information can be assessed by the skill displayed in the learning activities requiring research. In assessing this skill the teacher might apply the standards suggested in checklist "G" in the Teachers' Guide.

4. Attitudes developed

a. Student analysis of the reasons behind the varied responses to the attitude survey questions might reveal the openminded attitude of the students toward controversial questions.

b. A measure of the change of attitude might be gathered from a student essay at the beginning and at the end of the unit on the value of parties in the United States.

c. Growing student awareness of the value of the party system and the role of the individual in its successful operation may be judged by reviewing pupils' reports of visits to county committeemen, attendance at party meetings, knowledge of proceedings at the national convention, and their reading of political novels.

d. Student response to speakers on local, state, and national levels and to their visits with local officials might indicate a change in attitude toward politicians.

VOTE
OUR MAN
VOTE
VOTE
FOR PRESIDENT
VOTE

IV. LEARNING ACTIVITY - POLITICAL HANDBOOK

A. Purpose

1. To create an information booklet on politics.
2. To gather and organize information on the structure of political parties.
3. To aid citizens in their role of voters.
4. To formulate checklists on the desirable qualities of a candidate.

B. Procedure

1. Introduction

   a. Display a variety of handbooks.

   b. Discuss with students the purpose of handbooks.

   c. Discuss the value of creating a political handbook.

2. Development

   a. Prepare a list of possible items to be included in handbook.

      Suggestions are:

      (1) Chart on party organization
      (2) Map of voting districts
      (3) Checklist on desirable qualities of a candidate
      (4) Voter qualifications
      (5) Cartoons

   b. Determine how and where the class can secure the information.

   c. Make a list of the jobs that will need to be filled.

      (1) Typists
      (2) Artists
      (3) Proofreaders
      (4) Editor

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IV. LEARNING ACTIVITY - POLITICAL HANDBOOK (Cont'd)

d. Distribute responsibilities among members of the class.

e. Provide opportunity to do research and prepare booklet.

3. Evaluation

a. Evaluate student participation.

b. Evaluate content and organization of the booklet.

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IV. LEARNING ACTIVITY - PANEL DISCUSSION

A. Purpose

1. To investigate political issues that have evoked controversy.
2. To allow students the opportunity to express their views on controversial issues in politics.
3. To stimulate research into topics of public political concern.
4. To make students aware that there are opposing points of view on political questions and issues.
5. To show that an informed citizen can be more influential in society.

B. Procedure

1. Introduction

   a. Select a topic in the area of politics that has caused controversy such as lowering the voting age to 18.

   b. Ask students for their opinions on the topic.

   c. Discuss with students the value and need to have background knowledge of a subject in order to discuss a topic with greater ability and understanding.

2. Development

   a. Class may be divided into groups. Students may select their moderators and assign positions for members of their panel.

   b. Each group may select a topic it would like to research and discuss.

   c. Some suggested topics are:

      (1) The value of the electoral college.
      (2) Is politics limited to the rich?
      (3) Should the number of a Congressmen's terms be limited?
      (4) Should the convention system of selecting candidates be replaced by a national primary?

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IV. LEARNING ACTIVITY - PANEL DISCUSSION (Cont'd)

d. Each group will conduct research into the topic to determine the issues and the suggested solutions.

e. Each panel will present its findings to the entire class. Class members should be encouraged to ask questions of each panel.

3. Evaluation: The teacher will evaluate each panel in terms of the depth of preparation, group participation, and understanding of the subject.

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IV. LEARNING ACTIVITY - USE OF BIOGRAPHIES AND AUTOBIOGRAPHIES

A. Purpose

1. To have students gain a personalized view of politics by investigating the beliefs and actions of practicing politicians, both past and present.

2. To realize the unique value of reading biographies and autobiographies as a source of information.

3. To realize that well known political leaders have come from all walks of life and have represented a wide variety of philosophies.

B. Procedure

1. Introduction

a. Create a display

(1) Obtain the book jackets from a variety of biographies and autobiographies from the library and make a bulletin board display from these.

(2) Exhibit a number of paperbacks of politically oriented biographies and autobiographies in a prominent place in the room.

b. Lead a discussion with students

(1) Select one or two of the more well known people represented in your display and have pupils relate what they know about these people.

(2) Discuss with the students what value there might be in knowing more about these particular people and others like them.

(3) Have pupils decide what figures in the history of American political life would be of interest and value for them to investigate. The teacher should feel free to offer suggestions as an assistance to students.

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IV. LEARNING ACTIVITY - USE OF BIOGRAPHIES AND AUTOBIOGRAPHIES (Cont'd)

(4) The teacher, if he feels it is necessary, could have the librarian review with the students where the biographies are found in the library and review the numbering system used in the classification of biographies and autobiographies.

2. Development

a. Have the members of the class, with the teacher's assistance, decide on the areas of political history they feel are important to investigate. Some suggestions are:

(1) Famous political leaders in the various third-party movements

(a) William Jennings Bryant
(b) Robert La Follet

(2) Any of the more controversial Presidents

(a) Franklin Delano Roosevelt
(b) Lyndon B. Johnson
(c) Ulysses S. Grant
(d) Theodore Roosevelt

(3) Notorious political figures

(a) Boss Tweed of New York
(b) E. J. Flynn of N.Y.
(c) Boss Pendergast of the midwest

b. Have students select a biography or autobiography from the library, learning lab. classroom or any other source and have it approved by the teacher.

c. Have the student write a book report to include

(1) His assessment of the person studied.

(2) His evaluation of the person's contribution to the American society.

d. Through informal discussion have the class share the information they have gained with each other.

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IV. LEARNING ACTIVITY - USE OF BIOGRAPHIES AND AUTOBIOGRAPHIES (Cont'd)

3. Evaluation

a. Read and grade reports based on the criteria established above..

b. Evaluate contributions in the informal discussions.

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IV. LEARNING ACTIVITY - READING

A. Purpose

1. To secure an overall view of the American political system.

2. To gain some insight into American political thought.

3. To examine the struggle for political power.

4. To study political parties including their organization, role in a democracy, and methods of operation.

B. Procedure

1. Introduction

a. Teacher may display a number of books or jackets on politics. Paper backs may also be displayed. A listing of books on politics is necessary.

b. Teacher may read or have students read selected excerpts from books on politics.

c. Teacher may discuss with students the use of books as a menas of investigating the various aspects of politics.

2. Development

a. With students develop a list of questions that may be answered or topics that may be explored through the use of books. The Student Interest Survey technique may be employed here.

b. Individual students should select and read the book or books that may best answer those questions or explore the topics in which he is interested. Chapters or parts of books may be read, if this would accomplish the purpose.

c. Each student should prepare a review of what he has read which should include his reaction or interpretation and a summary of what he has learned or gained from the reading

IV. LEARNING ACTIVITY - READING (Cont'd)

d. Teacher should select a cross-section of reviews that would fulfill the purposes of this activity to be presented to the class.

3. Evaluation

a. Teacher should evaluate on how well the student has analyzed and interpreted what he has read, as well as his individual assessment of his learning.

b. A written test may be given to the entire class to help determine to what extent the objectives of this activity have been achieved.

IV. LEARNING ACTIVITY - USING CAMPAIGN PARAPHERNALIA

A. Purpose

1. To create an interest in examining political campaigns.

2. To examine the various kinds of paraphernalia used in campaigns.

3. To understand why campaign paraphernalia is used and to what extent.

4. To examine the effectiveness of campaign paraphernalia in the elective process.

B. Procedure

1. Introduction

   a. Have students bring to class any campaign paraphernalia such as buttons, ribbons, posters, and similar items they may have or may secure. Encourage them to look beyond their own household for such items.

   b. The items collected may be displayed on the bulletin board.

   c. Using the campaign paraphernalia collected as a point of departure raise such questions as:

      1. How effective do you think these items are in campaigns?

      2. Why are these items used in campaigns?

2. Development

   a. Students should investigate past campaigns noting particular kinds of paraphernalia utilized, their relationship to the issues of the campaign, and the purposes and effectiveness of such paraphernalia.

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IV. LEARNING ACTIVITY - USING CAMPAIGN PARAPHERNALIA (Cont'd)

b. Students may also make replicas or collect pictures of old campaign paraphernalia to round out the collection being displayed.

c. In a general class discussion students should answer questions raised in the introduction and bring out the results of their research.

d. Students should keep notes on their research and class discussion.

3. Evaluation: Teacher should collect and evaluate student's notes.

IV. LEARNING ACTIVITY - ELECTION PROJECT - PREDICTING THE OUTCOME OF AN ELECTION

A. Purpose

1. To encourage students to follow closely this year's election.
2. To analyze the many factors which influence elections.
3. To investigate major issues of the day and their influence on the election.
4. To determine the effectiveness of public opinion polls and other forms of opinion sampling.

B. Procedure

1. Introduction

   a. Discussion should be held of major issues and candidates.

   b. Teacher might discuss public opinion sampling. In this disucssion samplings of polls might be prepared on transparencies for discussion. Pre-election polls of other years should be discussed (Roosevelt vs. Landon, Dewey vs. Truman).

   c. Class discussion of major factors influencing elections should be held.

2. Development

   a. Class may divide into groups. Each group is assigned a candidate or group of candidates to study.

   b. The groups research the campaigning and issues. Editorial comment and public opinion polls as well as predictions of newspapers and magazines should be studied.

   c. Each group predicts the outcome of the election being studied and gives reasons for its prediction.

POLITICS

IV. LEARNING ACTIVITY - ELECTION PROJECT - PREDICTING THE OUTCOME OF AN ELECTION (Cont'd)

3. Evaluation

a. The project is to be evaluated on the research and presentation and not on the accuracy of the prediction. Although much of the judgement must be subjective, there are many objective features that can be evaluated. The following factors may be noted: number of sources, types of sources used, quantity of statistics, voting factors studied, etc.

b. A class discussion following the election will reveal class understanding of factors influencing its outcome.

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IV. LEARNING ACTIVITY - ATTITUDE SURVEY

A. Purpose

1. To explore the variety of value judgments, expressed in American society, related to political activities.

2. To examine the views of others on current political issues.

3. To help the student identify his own opinions about current political issues.

B. Procedure

1. Introduction

   a. Discussion could be stimulated by such questions as:

      (1) What is politics?
      (2) Is any form of politics practiced in our daily lives.
      (3) Why would you like to, or not like to, be a politician?
      (4) What does the general feeling about politics seem to be?

   b. Discussion should now be directed toward value judgments concerning the political life of our country. Examples of questions or statements are:
      (1) All politicians are crooks, so why vote?
      (2) You cannot beat city hall, so why try?
      (3) All liberals are Commies.
      (4) All conservatives are Fascists.
      (5) Keep America American

2. Development

   a. Have students compile a list of value judgment questions which survey attitudes toward politics.

   b. Have a committe select and evaluate from the questions submitted by the class, a manageable number of questions to be used in the survey.

IV. LEARNING ACTIVITY - ATTITUDE SURVEY (Cont'd)

c. Classify questions by topics.

d. Decide upon the sample population.

e. Give the survey.

f. Compile the raw statistics.

g. Evaluate the attitudes as expressed by the sample population.

3. Evaluation: At the conclusion of the study the teacher can compare value judgments formed at the beginning of their study with observed change in degree of maturity.

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IV. LEARNING ACTIVITY - REGISTRATION AND "GET OUT THE VOTE" CAMPAIGN

A. Purpose

1. Students should realize that even though they may not be old enough to vote, they can participate in a political activity.

2. To get students actively participating in the political life of their community.

3. To give students the experience of convincing those who are eligible to register and to vote.

B. Procedure

1. Introduction

a. Ask students for their opinions about the apathy of many registered voters and potential voters?

b. Ask: "Does the majority really determine who gets elected?" Show that the percent of people voting only relates to those registered. It does not take into account the people who are not registered.

c. Suggest as a class activity a campaign that would stimulate people in their community to register and then vote.

2. Development

a. Committee I

(1) Have the committee acquire a map of the election districts of the community.

(2) Have the committee find out what district each student lives in.

(3) Any district not represented in the class can be covered by making adjustments among the other districts.

(4) Establish sub-committees for each district. Have these committees meet to decide their plan of action.

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IV. LEARNING ACTIVITY - REGISTRATION AND "GET OUT THE VOTE" CAMPAIGN (Cont'd)

b. Committee II

(1) Secure census information to determine the number of people eligible to vote and how many are registered. This will tell you how many unregistered voters you are going to try and influence. This information can be obtained from:

(a) School library
(b) Federal Bureau of Census
(c) County election officials

c. Committee III

(1) The first step this committee should take is to seek out the opinions of the school authorities to explain the activity and determine what must be done to gain school permission.

(2) The second step is to discuss this activity with town authorities and seek their cooperation. It should be stressed that this is a non-partisan endeavor.

d. Committee IV

(1) This committee will write editorials for the school newspapers which will:

(a) Encourage new members of the teaching staff to register.
(b) Encourage students to see that their parents and other members of their family register and vote.

(2) This committee should also write letters to the editors of local newspapers encouraging adults to register and to vote.

(3) This committee should also investigate the possibilities of having local radio stations make spot announcements encouraging adults to register and to vote.

IV. LEARNING ACTIVITY - REGISTRATION AND "GET OUT THE VOTE" CAMPAIGN (Cont'd)

e. Committee V

1. Prepare a flyer for distribution by the district sub-committees.

2. The flyer should consist of:

a. Information about registration.

1. Where to register
2. Requirements for registration
3. Hours of registration

b. Information concerning voting.

1. Inform people of district in which they live.
2. Explain where polling place is for their district
3. Explain dates of school board elections, primary elections and general elections.
4. List times polling places are open.

c. A statement at the end of the flyer emphasing the need for informed and intelligent voting.

3. Evaluation

a. Rate subjectively the performance of each student according to:

(1) His willingness to participate
(2) Contributions to his committee
(3) Effort exhibited

b. At the conclusion of the drive, have students write down their experiences and reactions to be shared with the entire class.

POLITICS

IV. LEARNING ACTIVITY - USE OF CHARTS, GRAPHS AND MAPS TO ANALYZE ELECTION RESULTS

A. Purpose

1. To investigate voting patterns in the United States.
2. To analyze election results according to social, economic, religious, and geographic backgrounds of the voter.
3. To illustrate gerrymandering and its effect on elections.
4. To show how, in order to win, a candidate must appeal to many different segements of the population.

B. Procedure

1. Introduction
   a. Make a transparency of a gerrymandered district and show it to the class.
   b. Discuss how knowledge of this might change one's interpretation of election results.
   c. Present statistics about votes cast in a past election.
   d. Have students list the various factors that might have caused such a result.
   e. Discuss other factors which might influence an election.
2. Development
   a. Have students choose to work individually or in groups.
   b. Students will determine a voting factor they wish to investigate.
      (1) Vote of Negroes, laborers, businessmen, Catholics, Jews, Protestants, or farmers.
      (2) Voting by geographic area.
   c. Research will be conducted to obtain facts.
   d. Students will determine whether a map, chart, or graph will be most appropriate to present these facts.

POLITICS

IV. LEARNING ACTIVITY - USE OF CHARTS, GRAPHS, AND MAPS TO ANALYZE ELECTION RESULTS (cont'd)

3. Evaluation: Each report will be evaluated as to topic chosen, use of facts to represent the topic, evidence of research, and effectiveness of the method of presentation.

IV. LEARNING ACTIVITY - WRITING A PARTY PLATFORM

A. Purpose

1. To understand that the party platforms express ideas, philosophies, and concerns of people.

2. To illustrate the need of a party to appeal to as many segements of population as possible in order to win elections.

3. To show how political parties determine the platform of the party.

B. Procedure

1. Introduction

   a. Secure a copy of a party platform and select portions to read to the class.

   b. Read portions of the platform to the class and discuss with them the reasons for their inclusion and their value.

   c. Together with the entire class list the various topics that are included in the platform.

2. Development

   a. Divide class into groups to represent the platform committee of a party and various interest groups who will appear before the committee - educators, civil rights leaders, police officials, etc.

   b. Students representing the platform committee will listen as the interest groups present their ideas before the committee.

   c. Interest groups should present ideas on topics such as housing, conservation, crime, civil rights, education and highways. Foreign affairs may be included if desired.

   d. Following the presentation of these ideas the platform committee will write a platform incorporating these ideas. The statements need not be lengthy.

   e. The platform can then be presented to the entire class for discussion and review.

IV. LEARNING ACTIVITY - WRITING A PARTY PLATFORM - (Cont'd)

3. Evaluation

a. The teacher will determine the effectiveness of the interest groups in terms of the ideas that they presented before the platform committee.

b. The platform committee will be judged according to how it incorporated the ideas that were presented before it by the interest group.

IV. LEARNING ACTIVITY - STUDENT INTEREST SURVEY

A. Purpose

1. To involve students in the planning of the unit.
2. To discover what areas of politics interest the student.
3. To determine the area and method of study that the student will follow in the completion of the unit.

B. Procedure

1. Introduction

   a. The teacher will develop a questionnarie inventory on politics and administer it to the class.

   b. Discuss the results of the survey with the class to go over the strong points and weaknessness of their political knowledge.

2. Development

   a. After the results of the survey are discussed with the class the group should list those areas needing further study on the board.

   b. Ask the class for topics or areas not listed on the inventory that they feel should have been included.

   c. Use the learning activities to see which ones will help the students gain the necessary information and insights.

   d. Have students suggest other areas or methods of study.

   e. Select those activities the students will use to complete their study of the unit.

3. Evaluation: The teacher may give the same inventory to see if the material has been understood following the unit study.

POLITICS

IV. LEARNING ACTIVITY - USE OF SLOGANS

A. Purpose

1. To show how political parties appeal to voter attitudes and prejudices to gain votes.

2. To analyze the reasons for use of slogans in campaigns.

B. Procedure

1. Introduction

   a. Place on the board some well known slogans such as "Fifty-four forty or fight," "In your heart you know he's right," or "He kept us out of war".

   b. Ask students to explain their meaning and use in the election of which they where a part.

2. Development

   a. As individuals or groups have students research and list slogans from past local, state, and national elections.

   b. Students should present the slogans in a way that will show the following:

      (1) Historical background
      (2) Psychological appeal to the voter
      (3) Effectiveness of the slogan

3. Evaluation: Presentation of the slogans should be judged on evidence of research shown in selecting the slogans, the students knowledge of their historical significance, and the effectiveness of the method of presentation.

POLITICS

IV. LEARNING ACTIVITY - CARTOONS

A. Purpose

1. To realize that political and editorial cartoons serve as an instrument to shape public opinion.

2. To realize that cartoons reflect the manner, customs, and political trends of a period.

3. To realize that a cartoon is a way of expressing an idea through the use of symbols.

4. To have pupils understand the factors involved in creating a cartoon and the various types that exist.

5. To understand that a knowledge of the subject is necessary to interpret cartoons.

6. To realize that cartoonists are creative and must have a keen perception of their subject.

B. Procedure

1. Introduction

   a. Teacher selects cartoons about current issues from local papers.

   b. Examine the stand taken by the cartoonist.

   c. Discuss the impact of the cartoons.

2. Development

   a. Have class discussion covering the purposes under section A.

   b. Have pupils prepare original cartoons on current events with appropriate caption.

   c. Select pupil made cartoons and show to the class for their evaluation.

3. Evaluation: Evaluate cartoons for the selection of topic, creativeness and comprehension.

POLITICS

STUDENT DIRECTION SHEET - POLITICAL HANDBOOK

PARTICIPANTS - Class - group - individual

PURPOSE - To create an informative booklet on politics to assist the citizen in his role as voter.

POSSIBLE PROCEDURE

1. Prepare a list of possible items to be included in handbook.

2. Possible items may be:

   a. Chart on party organization
   b. Map of voting districts
   c. Checklist on desirable qualities of a candidate
   d. Voter qualifications
   e. Cartoons

3. Determine how and where you can secure the information for the booklet.

4. Make a list of the jobs that will need to be filled.

   a. Typists
   b. Artists
   c. Proofreaders
   d. Editor

5. Determine the responsibility you will assume.

6. Research and prepare the booklet.

POLITICS

STUDENT DIRECTION SHEET - PANEL DISCUSSION

PARTICIPANTS - Class - Group

PURPOSE - To discuss some of the controversial issues in politics and examine the issues involved and the solutions offered by various groups of society.

POSSIBLE PROCEDURE

1. Select a topic for your group to discuss.

2. Some suggested topics are:

   a. Is there a need for the electoral college?
   b. Is politics limited to the rich?
   c. Should the number of a congressman's terms be limited?
   d. Should the convention system of selecting candidates be replaced by a national primary?

3. Conduct research into the topic to determine the issues and the suggested solutions.

4. Each panel will present its findings to the class.

POLITICS

STUDENT DIRECTION SHEET - USE OF BIOGRAPHY AND AUTOBIOGRAPHY

PARTICIPANTS - Individual

PURPOSE - So you may come to realize the importance and the uniqueness of biographies and autobiographies in the study of the American political system.

POSSIBLE PROCEDURE

1. Decide on the areas of political history that you feel are of interest and of value. Some suggestions are:

   a. Famous political leaders in various third party movements.

      (1) William Jennings Bryant
      (2) Robert La Follet

   b. Any of the more controversial Presidents.

      (1) Franklin D. Roosevelt
      (2) Lyndon B. Johnson
      (3) Ulysses S. Grant
      (4) Teddy Roosevelt

   c. Notorious political figures.

      (1) Boss Tweed of New York
      (2) E.J. Flynn of New York
      (3) Boss Pendergast of the midwest

2. Select a biography or autobiography from the library, learning lab, classroom library or any other source and have it approved by the teacher.

3. Write a book report and include the following:

   a. Your assessment of the person studied.

   b. Your evaluation of the person's contribution to the American society.

4. Be prepared to share what you have learned about the person studied and the period of political history in which he lived with the rest of the class in an informal free exchange discussion.

POLITICS

STUDENT DIRECTION SHEET - READING

PARTICIPANTS - Individual

PURPOSE - To provide a means of examining the American political system including political parties, political thought and political power.

POSSIBLE PROCEDURE

1. Select and read the book or books or parts of books that will enable you to explore that phase of politics in which you are interested or to answer questions that you have raised.

2. Prepare a review of what you have read which should include your reaction, interpretation, and summary of what you have learned or gained as a result of the reading.

3. Be prepared to present your report to the class.

POLITICS

STUDENT DIRECTION SHEET - USING CAMPAIGN PARAPHERNALIA

PARTICIPANTS - Individuals - Class

PURPOSE - To collect and examine the various kinds, use, and effectiveness of campaign paraphernalia.

POSSIBLE PROCEDURE

1. Bring to class any campaign paraphernalia such as buttons, ribbons, posters, and similar items that you may have or may secure. Look beyond your own household for such items.

2. Make replicas or collect pictures of past campaign paraphernalia.

3. Display items collected on the bulletin board.

4. Study past campaigns noting particular kinds of paraphernalia utilized, their relationship to the issues of the campaign, and purposes and effectiveness of such paraphernalia.

5. Be prepared to discuss in class the resluts of your research.

6. Keep notes on your research and the class discussion.

POLITICS

STUDENT DIRECTION SHEET - ELECTION PROJECT - PREDICTING THE OUTCOME OF AN ELECTION

PARTICIPANTS - Class or Groups

PURPOSE - To examine a coming election as carefully as possible to discover the many factors which will influence its outcome.

POSSIBLE PROCEDURE

1. Divide into groups to study a forthcoming election. Choose one candidate or group of candidates to study.

2. Use as many sources of information as possible to investigate this election prior to the voting. You will find current events sources of help, but you might also research past elections to aid you in evaluating the current information.

3. Analyze the information gathered and on the basis of your information make a prediction about the outcome of this election.

4. Report this prediction to the class on the day prior to the election. In addition to the prediction, include in your presentation a discussion of the many factors which influenced your judgement.

5. On the day following the election be prepared for a discussion of the election and its outcome.

POLITICS

STUDENT DIRECTION SHEET - ATTITUDE SURVEY

PARTICIPANTS - Groups and class

PURPOSE - To observe the variety of values represented in our society today, concerning political activities. You should also compare your findings with your personal attitudes in this area.

POSSIBLE PROCEDURE

1. Decide whether you wish to work in groups or as an entire class.
2. Have each student involved write "yes" or "no" questions concerning politics and political activity.
3. Determine topics under which questions could be classified.
4. Form a committee to collect and evaluate the questions.
5. Determine the number of questions to be used in the survey.
6. Administer the survey.
7. Evaluate the results of the survey.

POLITICS

STUDENT DIRECTION SHEET - REGISTRATION AND "GET OUT THE VOTE" CAMPAIGN

PARTICIPANTS - Group - class

PURPOSE - To have you become actively engaged in a politically oriented civic activity through a campaign to get adults to register and vote.

POSSIBLE PROCEDURE

1. Select five committees

   a. Committee I

      (1) Acquire a map of the election districts of the community.

      (2) Find out what district each student in the class lives in.

      (3) Any district not represented can be covered by an extra member in another district.

      (4) Establish a sub-committee for each district to plan the campaign for that district.

      (5) Supervise the work of the district sub-committees.

   b. Committee II

      (1) Secure census information to determine the number of people eligible to vote and how many are registered. This will tell you how many unregistered voters you are going to try to influence.

      (2) This information can be obtained from:

         (a) School library
         (b) Federal Bureau of Census
         (c) County election officials

   c. Committee III

      (1) Approach school authorities to explain the activity and determine what must be done to gain school permission.

      (2) Discuss this activity with town authorities and seek their cooperation. It should be stressed that this is a non-partisan endeavor.

POLITICS

STUDENT DIRECTION SHEET - REGISTRATION AND "GET OUT THE VOTE" CAMPAIGN (Cont'd)

d. Committee IV

(1) Write editorials for the school newspapers

(a) Encouraging new staff members to register.
(b) Encourage students to see that their parents and other members of their families register and vote.

(2) Write letters to the editors of local newspapers

(a) Encourage adults to get out and register and then to vote.
(b) Encourage all students in the area to encourage and assist adults to register and vote.

(3) Investigate the possibilities of having local radio stations make spot announcements encouraging adults to register and vote.

e. Committee V

(1) Prepare a flyer for distribution by the district sub-committees.

(2) The flyer should consist of:

a. Information concerning registration

1. Where to register
2. Requirements for registration
3. Hours of registration

b. Information concerning voting

1. Inform people of district in which they live.
2. Explain where polling place is for their district.
3. List dates of school board elections, primary elections and general elections.
4. List times polling places are open

c. A statement at the end of the flyer emphasing the need for informal and intelligent voting.

2. Write down your experiences and your reactions to this campaign to be shared with the entire class.

POLITICS

STUDENT DIRECTION SHEET - USE OF CHARTS, GRAPHS, AND MAPS TO ANALYZE ELECTION RESULTS

PARTICIPANTS - Individual - groups

PURPOSE - To show visually how different factors of economic, social, and geographic conditions affect the results of elections and to examine voting patterns in United States elections.

POSSIBLE PROCEDURE

1. Determine a factor that affects voting that you wish to investigate.

   a. Vote of negroes, laborers, businessmen, Catholics, Jews, Protestants, or farmers -
   b. Voting by geographic area
   c. Voting records of a single area over a period of years

2. Collect statistics: Voting records, campaign literature, editorials on elections, public opinion polls, etc.

3. Research the election in depth to determine the effect of the factor investigated on the outcome of the election.

4. Determine which method will best illustrate the material you have selected.

   a. Map
   b. Chart
   c. Graph

5. Each map, chart or graph should be accompanied by a brief statement explaining the influence of this factor on the election outcome.

POLITICS

STUDENT DIRECTION SHEET - WRITING A PARTY PLATFORM

PARTICIPANTS - Class - group

PURPOSE - To develop a party platform to see how it expresses the ideas, philosophies, and concerns of people, and appeals to as many different groups as possible in order to secure the voter's support.

POSSIBLE PROCEDURE

1. Divide into groups to represent the platform committee of a party and the various public interest groups such as educators, civil rights organizations, police, fire, labor and business.

2. Each interest group will present an idea to the platform committee that it would like included.

3. After hearing the various ideas presented the platform committee will draw up a platform to include a plank for each interest group.

4. Present the written platform to the entire group for their discussion and appraisal.

5. Topics could be on foreign affairs if so desired.

POLITICS

STUDENT DIRECTION SHEET - STUDENT INTEREST SURVEY

PARTICIPANTS - Class

PURPOSE - To determine your strengths and weakness in the field of political knowledge and allow you the opportunity to select the topics and method of study to use in gaining the knowledge you seek.

POSSIBLE PROCEDURE

1. The teacher will ask you to complete a questionnaire on politics.
2. List those areas of political knowledge in which your are weakest.
3. List areas of politics that interest you but perhaps were not on the inventory.
4. Review and select the learning activity or activities that will help you in gaining the knowledge you seek.
5. Complete the activity you have chosen.

POLITICS

STUDENT DIRECTION SHEET - USE OF SLOGANS

PARTICIPANTS - Individual - Groups

PURPOSE - To examine the use of slogans in election campaigns and analyze their background, content, and effectiveness in getting votes for the person or party.

POSSIBLE PROCEDURE

1. Research election slogans from past local, state, and national elections.

2. Present the slogans in a manner which will show the following:

   a. Historical background
   b. Psychological appeal to the voter
   c. Effectiveness in gaining votes

POLITICS

STUDENT DIRECTION SHEET - CARTOONS

PARTICIPANTS - Individual - class

PURPOSE - To help you understand and evaluate the influence political and editorial cartoons have on public opinion through creating your own cartoons.

POSSIBLE PROCEDURE

1. Through a class discussion, identify some desirable qualities of a cartoonist.
2. Select a current political topic in which you are interested.
3. Research the issues involved in the topic you selected.
4. From your research, select an issue to be expressed in a cartoon that will influence public opinion.
5. Draw a cartoon and give it a caption.

POLITICS

V. SUGGESTED CONTENT GUIDE

I. The Origin of Parties in America

A. Faction: "The Republican Disease"

B. The initial development of a Political Party

1. The Democratic - Republicans vs. The Federalists (Jefferson - Hamilton and Burr)

2. The liberal vs. the conservative tradition begins to evolve

C. Functions of a Political Party

II. The American Party System in Operation

A. The Anatomy of a Political Party

1. National Organization

a. National Conventions
b. Party Platforms
c. Selection of Candidate

2. State and Local Organization

a. County, Ward, and District - the grassroots of politics
b. Primaries - elections within the party structure

B. American Politics based on a Two-Party system

1. Democratic vs. Federalists

2. Democrats vs. Whigs

3. Democrats vs. Republicans

a. Who are they?
b. Is there a difference?

V. SUGGESTED CONTENT GUIDE (Cont'd)

C. Third parties meet little success in American politics

1. Some identify with a single issue, ie. Prohibition Party, Greenback Party

2. Some appeal to a particular section or class, ie. Populists, Socialists

3. Some identify with general reform, ie. Progressive

4. Most 3rd party issues attack from the left toward progress and reform, exceptions - ie. Know Nothings, America First, American Independent Party

5. Most 3rd party issues generally find fruition in a major party

III. The Realities of American Politics

A. Techniques, propaganda, and pressure groups

B. Changes in electioneering from "riding the Stump" to the T.V. screen

C. Influence of Minority Factions

1. Frequently out of proportion to their size because of dominance of urban vote

2. Coalition of forces may shape party policy

D. The Role of The Political Boss

1. The machine as a stable, well-functioning party organization

a. The Rural Machine - ie. The Mathis Machine in Ocean County, New Jersey
b. The Urban Machine - ie. Tammany Hall

2. Objectives: Acquiring, maintaining, and enlarging political power

3. Methods: Community organization, distribution of patronage, strong leadership

V. SUGGESTED CONTENT GUIDE (Cont'd)

4. The "good" machine and the "bad" one - ie. The Taft Machine, The Tweed Ring

5. The decline of Machine politics (Note: Polls taken after 1960 election indicate only about 10% of the electorate were contacted by party workers)

   a. Reform Movements
   b. Loss of Patronage
   c. Vast increase in federal government influence and social welfare programs
   d. Ethnic neighborhoods change
   e. Trade Unions replace "the Boss"

IV. Focus on the Politicos (Suggested Administrations for case study might include several of the following: Jefferson, Jackson, Lincoln, Theodore Roosevelt, Wilson, Hoover, Franklin Roosevelt, Eisenhower, Kennedy, and Johnson)

A. The effect of personality on public office

B. The President in his role as party leader

C. The attitude of the man toward the office of the Presidency

D. The strength of the domestic and foreign programs instituted reflect the man and the times

V. The future of American Politics

A. Its capacity to meet the challenge of the times

1. System is pliable

2. System is designed to check but not suppress the rule of the majority

3. The majority has the power (and has exercised it) to break through the system

4. Public opinion is often Bi or Non-partisan

V. SUGGESTED CONTENT GUIDE (Cont'd)

5. Party politics does not demand a clear cut dimension on every important issue

6. Politics is only one of several forces that shape America

B. Consideration of a realignment of parties

VI. Suggested Resources

A. Biblography

1. Non-fiction

Bailyn, B. Origins of American Politics
Bell, D. The Radical Right
Bendiner, R. White House Fever
Binkley, W. American Political Parties
Botter, D. Politicans and What They Do
Brogan, D. Politics in America
Buckley, W. The Unmaking of a Mayor
Bunzel, J. Anti-Politics in America
Burlingame, R. The Sixth Column
Burns, J. The Deadlock of Democracy: Four Party Politics in America
Cain, E. They'd Rather be Right
Chambers, W. American Party Systems
Coolidge, O. Women's Rights
Commager, H. Freedom and Order
Drury, A. Senate Journal
Ebenstein, W. Great Political Thinkers
Epstein and Forster Report on the John Birch Society 1966
Epstein, W. Todays ISMS
Falkner, H. American Political and Social History
Politics, Reform and Expansion - 1890-1900
Ferguson, J. American System of Government
Fischer, D. Revolution of American Conservation
Ford, H. Cleveland Era
Galbraith, J. The Liberal Hour
Goldman, E. Rendezvous with Destiny
Greenan, J. Everyday Problems in America Democracy
Hart, J. The American Dissent
Hess, S. America's Political Dynasties
Hicks, J. Republican Ascendancy
Hockett, H. Political and Social Growth of the American People: 1492 - 1865
Hofstadter, R. Age of Reform
The American Political Tradition
Hollingsworth, J. The Whirligig of Politics
Howland, H. Theodore Roosevelt and his Times
Hughes, E. The Ordeal of Power
Irish, M. Politics of American Democracy
Johnson, G. The Cabinet
Jowett, B. Aristotle's Politics

VI. Suggested Resources Cont'd

Keating, K. Government of the People
Kennedy, J. To Turn the Tide
Key, V. Political Parties and Pressure Groups
Krock, A. In the Nation: 1932-1966
Lens, S. Radicalism in America
Loeb, M. Plunging into Politics
Lubell, S. The Future of American Politics
Martin, R. Ballots and Bandwagons
Merriam and Goetz Going Into Politics
Morgan, J. The American Citizens Handbook
Morison, S. Freedom in Contemporary Society
Nichols, R. Invention of the American Political Parties
Orth, S. The Boss & The Machine
Redding, J. Inside the Democratic Party
Remini, A. The Election of Andrew Jackson
Roseboom, E. History of Presidential Elections
Rossiter, C. Parties & Politics in America
Schlesinger, A. Coming of the New Deal
The Politics of Upheaval
Scholastic Magazine What you should Know about Democracy
Stourzh, G. Readings in American Democracy
Thayer, G. The Farther Shores of Politics
Tocqueville, A. Democracy in America
Ward, B. Five Ideas that Changed the World
Weincast, D. We Elect A President
Werner, M. Teapot Dome
White, T. The Making of The President 1960
The Making of The President 1964
Young, W. Ogg and Rays Essentials of American Government

VI. SUGGESTED RESOURCES

2. Non-fiction - Biography

Blum, J. Woodrow Wilson And The Politics of Morality
Burns, J. John Kennedy: A Political Profile
Davis, K. Politics of Honor: Biography of Adlai E. Stevenson
Evan, R. Lyndon B. Johnson: The Exercise of Power
McDowell, E. Barry Goldwater: Portrait of an Arizonian
Montgomery, R. Mrs. LBJ
Morris, J. Nelson Rockefeller
Nixon, R. Six Crisis
Rovere, R. Senator Joe McCarthy
Salinger, P. With Kennedy
Sorensen, T. Kennedy
Stome, I. They Also Ran
Truman, H. Memoirs

3. Fiction

Breslin, H. The Tamarack Tree
Burdick, E. Fail-Safe
Churchill, W. The Crisis
Drury, A. A Shade of Difference
Advise and Consent
Capable of Honor
Gerson, N. The Slender Reed
Hulbert, J. Noon on the Third Day
Kane, H. The Lady of Arlington
Bride of Fortune
Knebel, F. Night of Camp David
Seven Days in May
Knebel, F. and Bailey, C. Convention
Morrow, H. Forever Free
The Last Full Measure
With Malice Toward None
O'Conner. The Last Hurrah
Traver, R. Hornstein's Boy
Vidal, G. The Best Man (Play)
Washington, D.C.
Wellman, P. Magnificent Destiny

VI. Suggested Resources (Cont'd)

4. Reference Sources

Life (Periodical). Life History of the United States (10 Vols)
Essay and General Literature Index
Fact on File
New York Times Index
White, W. White's Political Dictionary
Dictionary of American Biography
Morris, R. ed. Encyclopedia of American History
Carruth, ed. Encyclopedia of American Facts and Dates

See Also Bibliography for Government Unit.

B. Films

Democracy in Action - The Candidates Are Chosen - Screen News Digest
Focus on Capital Hill (Opening of 88th Congress) - Screen New Digest
How We Elect Our Representatives - Coronet
Making of the President: 1960 - Jim Handy Organization
Making of the President: 1964 Film Distribution Dept.
Meaning of Elections, The - Coronet
Political Parties - Coronet
Political Parties - Encyclopedia Britannica
Pollsters & Politics - Assocation Films
Portrait of a President - Lyndon Baines Johnson - Screen New Digest
Presidential Elections - Encyclopedia Britannica
Public Opinion in Our Democracy - Coronet
Smear: The Game of Dirty Politics - Association Films
To the Party of Your Choice - Association Films

C. Filmstrips

Ballot, The - Eyegate
Beginning of Political Parties, The - Society for Visual Education, Inc.
Electing a President - N.Y. Times Filmstrips
Influencing the Voter - Eyegate
Political Parties - Eyegate
Political Parites - S.V.E. Filmstrips
Political Parties and Elections - McGraw Hill
Political Pattern, The - Filmstrip House

IV. Suggested Resources (Cont'd)

D. Records (Educational Record Sales)

American History in Ballad and Song Vols. I & II
Election Songs of the U.S. - Oscar Brand
Great American Speeches
I can Hear it Now Vol. I, II, III - Edward Morrow
Inaugural Addresses - Roosevelt, Truman, Eisenhower, Kennedy
Kennedy: A Self-Portrait
Minority Party in America - Norman Thomas
Untypical Politican,-The Myles M. Platt